

# Chapter Planning Guide



## Key to Ability Levels

|                       |                                      |
|-----------------------|--------------------------------------|
| <b>BL</b> Below level | <b>AL</b> Above level                |
| <b>OL</b> On level    | <b>ELL</b> English Language Learners |

## Key to Teaching Resources

|                |              |
|----------------|--------------|
| Print Material | DVD          |
| CD-ROM         | Transparency |

| Levels |    |    |     | Resources |  | Chapter Opener | Section 1 | Section 2 | Section 3 | Chapter Assess |
|--------|----|----|-----|-----------|--|----------------|-----------|-----------|-----------|----------------|
| BL     | OL | AL | ELL |           |  |                |           |           |           |                |
|        |    |    |     |           | <b>FOCUS</b>                                     |                |           |           |           |                |
| BL     | OL | AL | ELL |           | Daily Focus Skills Transparencies                |                | 27-1      | 27-2      | 27-3      |                |
|        |    |    |     |           | <b>TEACH</b>                                     |                |           |           |           |                |
| BL     | OL |    | ELL |           | Reading Essentials and Note-Taking Guide*        |                | p. 252    | p. 255    | p. 258    |                |
| BL     | OL | AL | ELL |           | Speaking and Listening Skills Activity, URB      |                |           |           | p. 9      |                |
|        | OL | AL |     |           | Primary Source Reading, URB                      |                | p. 13     | p. 13     | p. 13     |                |
| BL     | OL | AL | ELL |           | Content Vocabulary Activity, URB*                | p. 19          | p. 19     | p. 19     | p. 19     |                |
| BL     | OL | AL | ELL |           | Academic Vocabulary Activity, URB                | p. 43          | p. 43     | p. 43     | p. 43     |                |
|        | OL |    |     |           | Biography Activity, URB                          |                | p. 45     |           |           |                |
| BL     | OL | AL | ELL |           | Writing Skills Activity, URB                     |                |           |           | p. 47     |                |
|        | OL | AL |     |           | Critical Thinking Skills Activity, URB           |                | p. 51     |           |           |                |
| BL     | OL | AL | ELL |           | Chart, Graph, and Map Skills Activity, URB       |                | p. 53     |           |           |                |
| BL     | OL | AL | ELL |           | Differentiated Instruction, URB                  |                | p. 55     |           |           |                |
| BL     | OL | AL | ELL |           | School-to-Home Connection Activity, URB*         | p. 57          | p. 57     | p. 57     | p. 57     |                |
| BL     | OL |    | ELL |           | Guided Reading Activities, URB*                  |                | p. 61     | p. 62     | p. 63     |                |
| BL     | OL | AL | ELL |           | Writer's Guidebook                               | ✓              | ✓         | ✓         | ✓         | ✓              |
|        | OL | AL |     |           | Primary Source Document Library CD-ROM           | ✓              | ✓         | ✓         | ✓         | ✓              |
| BL     | OL | AL | ELL |           | Vocabulary PuzzleMaker CD-ROM                    | ✓              | ✓         | ✓         | ✓         | ✓              |
| BL     | OL | AL | ELL |           | Daily Lecture & Discussion Notes (in Pres. Plus) |                | ✓         | ✓         | ✓         | ✓              |
| BL     | OL | AL | ELL |           | StudentWorks™ Plus DVD                           |                | ✓         | ✓         | ✓         | ✓              |
| BL     | OL | AL | ELL |           | Section Video Program                            |                | ✓         | ✓         | ✓         |                |
| BL     | OL | AL | ELL |           | TIME Interpreting Political Cartoons Transp.     |                |           |           | Ch. 27    |                |
| BL     | OL | AL | ELL |           | Writing Process Transparencies                   | ✓              | ✓         | ✓         | ✓         | ✓              |

Note: Please refer to the *Unit Resource Book: The United States and the World* for this chapter's URB materials.

\* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

| Levels                   |    |    |     | Resources |   | Chapter Opener | Section 1 | Section 2 | Section 3 | Chapter Assess |
|--------------------------|----|----|-----|-----------|---|----------------|-----------|-----------|-----------|----------------|
| BL                       | OL | AL | ELL |           |   |                |           |           |           |                |
|                          |    |    |     |           | <b>TEACH</b> <i>(continued)</i>               |                |           |           |           |                |
| <b>Teacher Resources</b> |    |    |     |           | Building Academic Vocabulary                  | ✓              | ✓         | ✓         | ✓         | ✓              |
|                          |    |    |     |           | Strategies for Success                        | ✓              | ✓         | ✓         | ✓         | ✓              |
|                          |    |    |     |           | Teacher's Guide to Differentiated Instruction | ✓              | ✓         | ✓         | ✓         | ✓              |
|                          |    |    |     |           | Graph Tool CD-ROM                             | ✓              | ✓         | ✓         | ✓         | ✓              |
|                          |    |    |     |           | Presentation Plus! DVD                        | ✓              | ✓         | ✓         | ✓         | ✓              |
|                          |    |    |     |           | <b>ASSESS</b>                                 |                |           |           |           |                |
| BL                       | OL | AL | ELL |           | Quizzes and Tests*                            |                | p. 323    | p. 324    | p. 325    | p. 326         |
| BL                       | OL | AL | ELL |           | Authentic Assessment with Rubrics             |                | p. 31     |           |           |                |
| BL                       | OL | AL | ELL |           | Standardized Test Practice                    |                | p. 54     | p. 54     | p. 54     | p. 54          |
| BL                       | OL | AL | ELL |           | ExamView® Assessment Suite CD-ROM             |                | 27–1      | 27–2      | 27–3      | Ch. 27         |
| BL                       | OL | AL | ELL |           | Interactive Tutor Self-Assessment CD-ROM      | ✓              | ✓         | ✓         | ✓         | ✓              |
|                          |    |    |     |           | <b>CLOSE</b>                                  |                |           |           |           |                |
| BL                       |    |    | ELL |           | Reteaching Activity, URB*                     |                | p. 59     | p. 59     | p. 59     |                |
| BL                       | OL |    | ELL |           | Reading and Study Skills Foldables™ Activity  | p. 102         |           | p. 103    | p. 103    |                |
| BL                       | OL | AL | ELL |           | Graphic Organizer Transparencies & Strategies | ✓              | ✓         | ✓         | ✓         | ✓              |

## Web Site Builder

### Technology Product

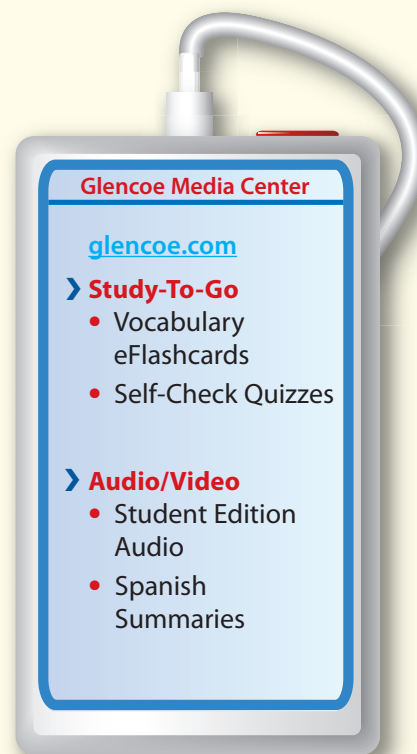
The Web Site Builder is a convenient and dynamic McGraw-Hill Learning Network tool that helps you build Web sites quickly. The site allows you to include your own images, videos, and text to customize it to your needs. The Web site builder also provides you with a variety of tools to make your Web site inviting. Use the Web Site Builder to

- provide assignments and important dates to your students;
- keep students and parents informed of events in your classroom;
- publish your contact information.

### Steps

- On the McGraw-Hill Learning Network home page ([www.mhln.com](http://www.mhln.com)), log in as a member.
- Choose **Web Site Builder** under **Resources**.
- Choose a template from the **Create a new site** pull-down options and follow the prompts on the screen to select a design, insert text, and select fonts, colors, and sizes.
- Create the content students will need to study for a chapter text or post homework assignments.
- Use the navigation buttons on the bottom of the screen to edit, add, and delete information, images, and videos.
- Publish the site and provide the URL to your students.

| Civics ONLINE             |         |         |        |
|---------------------------|---------|---------|--------|
|                           | Student | Teacher | Parent |
| Beyond the Textbook       | •       | •       | •      |
| Chapter Overviews         | •       | •       | •      |
| Concepts in Motion        | •       |         | •      |
| ePuzzles and Games        | •       |         | •      |
| Glencoe Teaching Today    |         | •       |        |
| Literature Connections    |         | •       |        |
| Multi-Language Glossaries | •       |         | •      |
| Online Student Edition    | •       | •       | •      |
| Section Videos            | •       | •       | •      |
| Self-Check Quizzes        | •       |         | •      |
| Student Web Activities    | •       |         | •      |
| Study Central™            | •       |         | •      |
| TIME Current Events       | •       |         | •      |
| Vocabulary eFlashcards    | •       |         | •      |
| Web Activity Lesson Plans |         | •       |        |



## Reading List Generator CD-ROM

## GLENCOE BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

### Reading suggestions

#### Leveled reading suggestions for this chapter:

##### For students at a Grade 7 reading level:

- *To Afghanistan and Back*, by Ted Rall

##### For students at a Grade 8 reading level:

- *Great Lives: Human Rights*, by William Jay Jacobs

##### For students at a Grade 9 reading level:

- *Democracy in America*, by Alexis de Tocqueville

##### For students at a Grade 10 reading level:

- *The Story of the United Nations*, by Katharine Savage

##### For students at a Grade 11 reading level:

- *The Arms Trade*, by Richard Bingley

## READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction articles written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts.

## KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

**R** **Reading Strategies** activities help you teach reading skills and vocabulary.

**C** **Critical Thinking** strategies help students apply and extend what they have learned.

**D** **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

**S** **Skill Practice** strategies help students practice historical analysis and geography skills.

**W** **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

**AL** Activities for students working above grade level

**OL** Activities for students working on grade level

**BL** Activities for students working below grade level

**ELL** Activities for English Language Learners



## Focus

### Why It Matters

**Ask:** In what ways is the United States dependent on other countries? (Answers should include that we buy products made in other countries, that we sell products to the rest of the world, and that we are dependent on other nations for resources such as oil. The photograph may lead students to mention that wars with other countries affect Americans because of military service and homeland security. Others may mention that unrest in other parts of the world may also affect the nation's security and its economy.)

### More About the Photo

**Visual Literacy Ask:** What do you notice about the refugees in the picture? (Answers will vary and may include the objects they carry and the expressions on their faces.) Have students locate Afghanistan and Kabul on a world map. Ask students to share their knowledge of the war in Afghanistan and the part played by the Taliban. Refer students to the following Web site to find out more about the role of the Taliban in Afghanistan: [www.infoplease.com/spot/taliban.html](http://www.infoplease.com/spot/taliban.html). Encourage interested students to research this topic and the conflict in Afghanistan and to report to the class.

## Teach

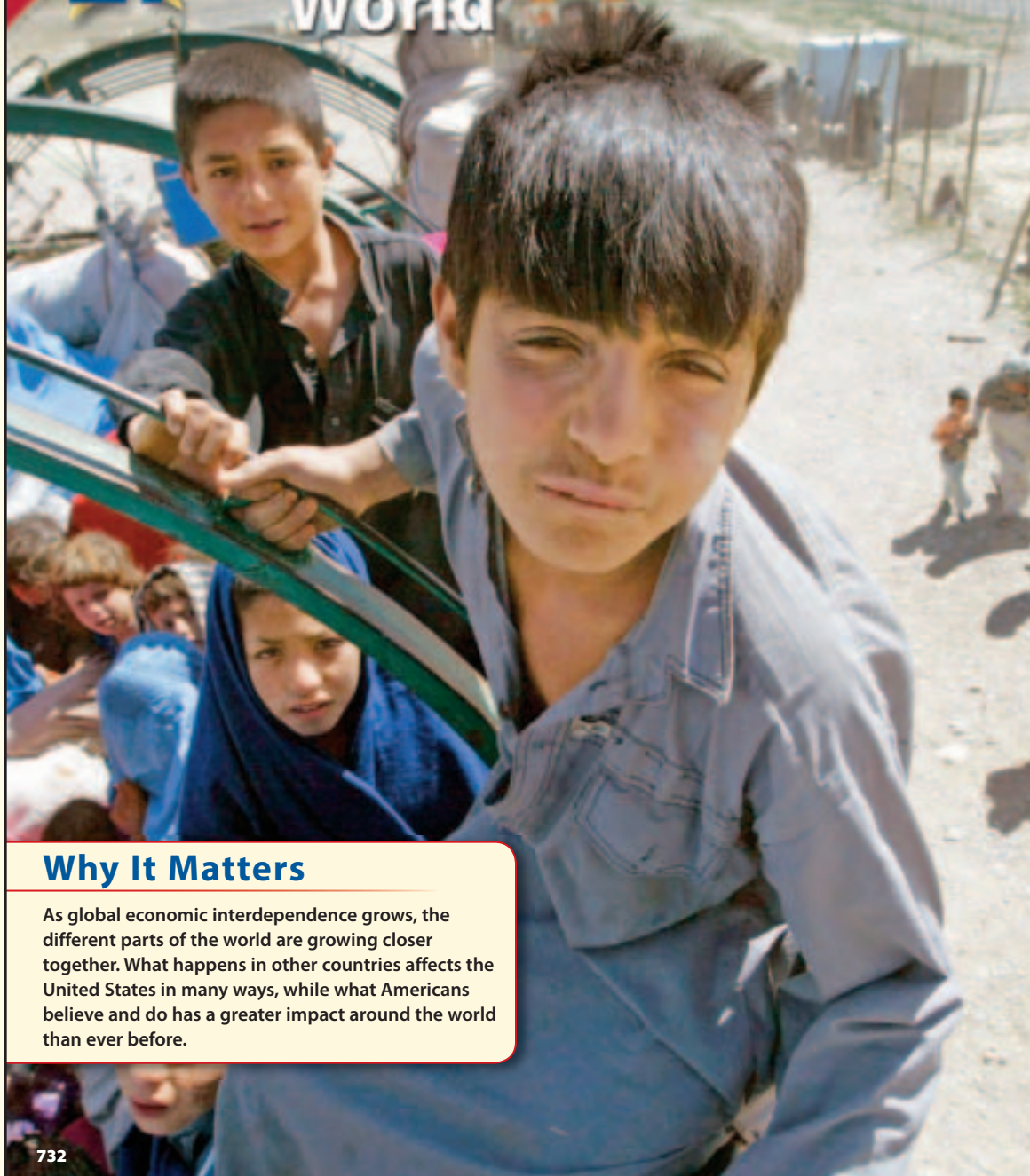
### BIG Ideas

As you begin teaching each section, use these questions and activities to help students focus on the Big Ideas.

### Section 1

**Global Developments** Have students examine labels on their clothing and book bags to determine where they were made. **Ask:** What products have you purchased recently that were made in other countries? (Answers will vary, but should include clothing and electronics.)

# An Interdependent World



### Why It Matters

As global economic interdependence grows, the different parts of the world are growing closer together. What happens in other countries affects the United States in many ways, while what Americans believe and do has a greater impact around the world than ever before.

Point out that in Section 1 students will learn about global economic interdependence and the challenges that an interdependent world now faces. **OL**

### Section 2

**The United Nations Ask:** What is the United Nations? What are its goals?

(Answers should include that the United Nations is an international organization that tries to promote peace between nations and works to solve global challenges such as hunger and disease.) Tell students that in Section 2 they will learn about the United Nations and its efforts to deal with serious global problems. **OL**

# BIG Ideas

## Section 1: Global Developments

**The exchange of goods and services helps create economic interdependence among people in different places and different countries.** We live today in an era of global economic interdependence, in which countries depend on one another for goods, services, and natural resources.

## Section 2: The United Nations

**Political and economic institutions evolve to help individuals and groups accomplish their goals.** The United Nations was formed to promote common aims of the world's countries and has won some successes, but has suffered some failures as well.


## Section 3: Human Rights

**Economic, social, and political changes create new traditions, values, and beliefs.** In spite of important advances around the world for human rights and democracy, many people still do not live in freedom.

**FOLDABLES**  
Study Organizer

**Dinah Zike's**  
**Foldables**

**Purpose** This Foldable will help students learn the content vocabulary in this chapter. As they read each section, have students write content vocabulary and any other unfamiliar words and their definitions on the booklet pages of this foldable. **OL**

 More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables*.

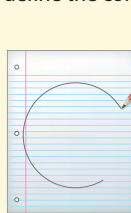
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at [glencoe.com](http://glencoe.com).

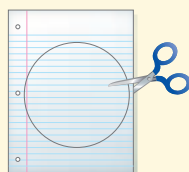
**FOLDABLES**  
Study Organizer

**Defining Study Foldable** Make the following Foldable to help you define the content vocabulary that you will encounter in this chapter.

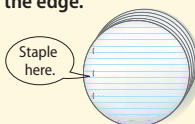
**Step 1** Stack four sheets of paper, one on top of the other. On the top sheet of paper, trace a large circle.



**Step 2** With the papers still stacked, cut along the circle line you traced.



**Step 3** Staple the paper circles together at one point around the edge.



**Step 4** Label the front circle Content Vocabulary.



### Reading and Writing

As you read the chapter, record the content vocabulary terms with definitions for each section of Chapter 27 on the front and back of the sheets of your booklet for easy reference.

## Section 3

**Human Rights** **Ask:** What are some rights that all human beings have? (Answers will vary and may include "life, liberty and the pursuit of happiness," the right to choose and participate in their government, and freedom of religion.) Explain that in Section 3 students will learn about human rights and how they are protected. Students will also examine the growth of democracy and liberty in the world today. **OL**

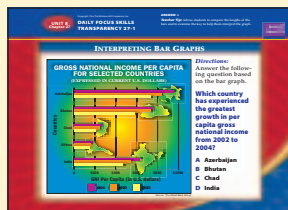


# Focus



## Bellringer

Daily Focus Transparency 27-1



## Guide to Reading

Answers to Graphic:



## Section Spotlight Video

To learn more about global developments, have students watch the Section Spotlight Video for this section.

## Resource Manager

## Guide to Reading

### Big Idea

The exchange of goods and services helps create economic interdependence among people in different places and different countries.

### Content Vocabulary

- protectionism (p. 735)
- acid rain (p. 737)
- conservation (p. 737)
- refugee (p. 738)

### Academic Vocabulary

- cooperate (p. 735)
- access (p. 736)

### Reading Strategy

**Explaining** As you read, complete a graphic organizer like the one below by identifying three global challenges. Then explain why each of these is a problem.



# Global Developments

**Real World Civics** Independent workers, such as this tailor surrounded by mounds of fabric in Beijing, China, are part of the American economy. The United States more than doubled its imports of clothing from China and other Asian nations in a five-year period beginning in 1998—and imports continue to grow. International trade, quotas, and imports and exports are powerful tools in the area of American foreign relations.

▼ Tailor at outdoor market in Beijing



| <b>R</b> Reading Strategies   | <b>C</b> Critical Thinking   | <b>D</b> Differentiated Instruction   | <b>W</b> Writing Support  | <b>S</b> Skill Practice  |
|---|--|---|---|--|
| <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Monitoring/Clarifying, p. 735</li> </ul> <b>Additional Resources</b> <ul style="list-style-type: none"> <li>• Pri. Source Read., URB p. 13</li> <li>• Cont. Vocab., URB p. 41</li> <li>• Ac. Vocab., URB p. 43</li> <li>• Guid. Read., URB p. 61</li> </ul> | <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Predicting, p. 737</li> </ul> <b>Additional Resources</b> <ul style="list-style-type: none"> <li>• Crit. Think., URB p. 51</li> <li>• Biographies, URB p. 45</li> <li>• Quizzes and Tests, p. 323</li> </ul> | <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Interpersonal, p. 736</li> <li>• Below Grade Level, p. 736</li> </ul> <b>Additional Resources</b> <ul style="list-style-type: none"> <li>• Diff. Instr., URB p. 55</li> <li>• Teacher's Guide to Differentiated Instruction, p. 34</li> </ul> | <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Persuasive Writing, p. 738</li> </ul> | <b>Teacher Edition</b> <ul style="list-style-type: none"> <li>• Reading a Graph, p. 736</li> </ul> <b>Additional Resources</b> <ul style="list-style-type: none"> <li>• Chart, Graph, and Map Skills, URB p. 53</li> <li>• Daily Focus Trans., 27-1</li> </ul> |

## Global Interdependence R

**Main Idea** We live today in an era of global economic interdependence, in which countries depend on one another for goods, services, and natural resources.

**Economics & You** Think of five products you use every day. Do you know many of these items were made in a foreign country? Read more to find out how global trade has created an interdependent world.

**G**lobal interdependence means that people and nations all over the world now depend on one another for many goods and services. An important part of global interdependence is trade. As you learned in Chapter 26, trade includes both competition and **cooperation**, or assistance. Nations compete to sell their products. They also cooperate to make trade beneficial for everyone.

Global trade has many advantages. Businesses can make more profit. Greater competition may result in lower prices and a wider choice of products. However, global trade can also lead to problems worldwide. Competition may force weak companies out of business, hurting some national economies and costing workers their jobs. Nations sometimes try to protect their industries from foreign competition by placing tariffs on imports. This forces the price of foreign goods up and makes local prices more competitive. This policy, called **protectionism**, can cause harm as well as good. Price increases can lead to trade wars, in which nations set up even greater trade barriers.

The European Union (EU)—an organization that continues to grow—has eliminated most trade and many other barriers in Europe. The North American Free Trade Agreement (NAFTA) will gradually abolish all trade barriers among the United States, Mexico, and Canada.



**Interdependence** Hyundai autos are loaded for export at the port city of Ulsan. Hyundai, South Korea's largest carmaker, depends on the U.S. market, which accounts for about one-third of Korean vehicle exports.

**Explaining** What is global interdependence?

### The U.S. and Trade

The fuel to power our cars, planes, trains, trucks, and buses; to heat and light our homes; and to run our factories is an important example of growing interdependence. The United States must import more than two-thirds of the oil it uses, and the percentage is expected to keep rising.

In addition, the United States imports many of the minerals its industries need to keep working. For instance, 98 percent of the manganese, 93 percent of the bauxite, 81 percent of the tin, and 62 percent of the mercury used in American industries comes from other countries.

Global interdependence also means that other countries depend on us. The United States sells wheat, computers, telecommunications equipment, aircraft, medical equipment, machinery, and other high-technology products around the world. American services and entertainment products are also in demand. In addition, many poorer countries look to the United States for food, medicine, and defense weaponry.

**Reading Check Explaining** Why does the United States trade with other countries?

## Teach

### R Reading Strategy

**Monitoring and Clarifying** Tell students to monitor their understanding of the text as they read this chapter. Refer them to the Unit 8 Reading Social Studies lesson, which demonstrates using a chart to monitor and clarify understanding. Have them record confusing text in this section. **BL ELL**

#### Caption Answer:

People and nations worldwide depend on each other for many goods and services.

**Reading Check** **Answer:** The United States needs to import oil and minerals used in our industries and by consumers. The products we grow and make are sold around the world.

### Hands-On Chapter Project Step 1

### Participating in a Mock United Nations Assembly

**Step 1: Choosing an Issue and a Country** Class groups will represent different countries at a mock United Nations Assembly and will choose a human rights issue or global challenge to be voted on at an assembly meeting.

**Directions** Direct class members to choose a global challenge or human rights issue. Organize the class into groups of four to research the selected issue or challenge in newspapers, magazines, and on the Internet. Each group should choose a country that is a member of the United Nations and, if possible, has a stake or an interest in this challenge or issue. Try to have a mix of

developed and developing countries. Groups will do research to find out their countries' position on this challenge or issue. Monitor the groups to make sure that students who need support are matched with peers who can help them. **OL**

(Project continued in Section 2)



## D<sub>1</sub> Differentiated Instruction

**Interpersonal** Have students research how NAFTA has affected the United States. In their report, they should compare benefits and challenges for businesses, workers, and consumers. **AL**

## D<sub>2</sub> Differentiated Instruction

**Below Grade Level** Have students copy a world map from the Internet or an atlas. Ask them to color developing countries and developed countries with contrasting colors. Organize the class into pairs, and have each pair choose a developing country and research its resources, industries, and foreign trade. Then, have each present a 5-minute report about that country. **BL**

## S Skill Practice

**Reading a Graph** Ask: **What is included in the hourly compensation costs of workers in each country?** (wages, bonuses, and benefits) **Which countries have the highest and lowest compensation costs?** (highest, Denmark; lowest, Mexico) **BL**

### Analyzing Graphs

#### Answers:

- Spain at \$17.10 per hour
- \$1.99 per hour

## Differentiated Instruction

## Global Issues

**Main Idea** The world community faces many serious global problems.

**Economics & You** What do you think makes a family rich or poor? Read to find out how countries can also be rich or poor and what factors make them so.

One of the biggest global problems is the growing economic inequality among nations. There is a growing divide between the rich and poor nations of the world. As this gap grows, conflicts flare, and the United States faces difficult decisions. On one side of the divide are about 35 rich, industrialized countries, including the United States, Japan, Germany, Canada, Great Britain, and France.

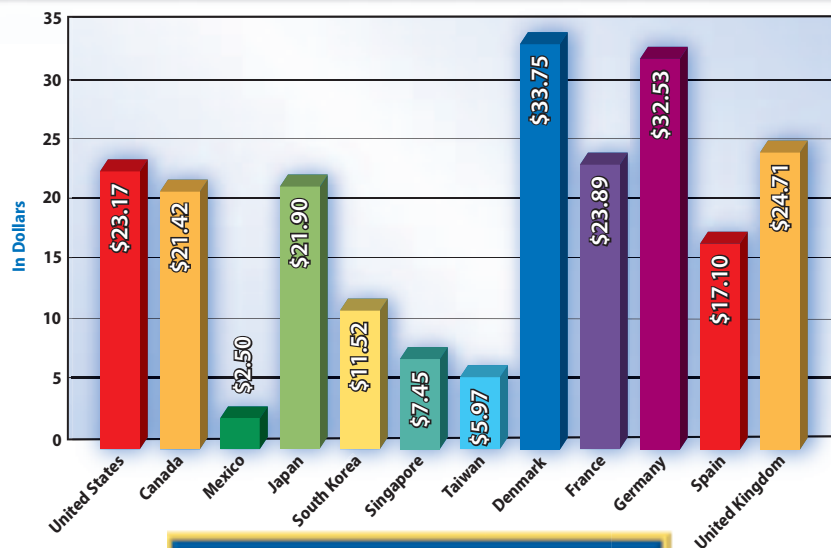
These developed countries have natural resources such as coal and iron, or they have easy access, or connection, to such resources. They have many large industries, such as steel, electronics, and carmaking. These countries produce many of the manufactured goods sold around the world. They also consume much of the world's natural resources, enjoying a high standard of living. On the other side of the divide are about 165 poorer and less developed nations. Because most of the poor countries are trying to develop industrial economies, they are called developing countries.

### Comparing Developing Nations

Some developing countries, such as Chad, Albania, and Paraguay, are very poor. They have few natural resources and cannot

### Hourly Compensation Costs, Selected Nations

Graphs in Motion  
See StudentWorks™ Plus or glencoe.com.



### Analyzing Graphs

- Identifying** Which European country's manufacturing workers earn the least amount of money per hour?
- Calculating** What is the difference in hourly income between Japanese and French workers?

## Working to Improve Africa

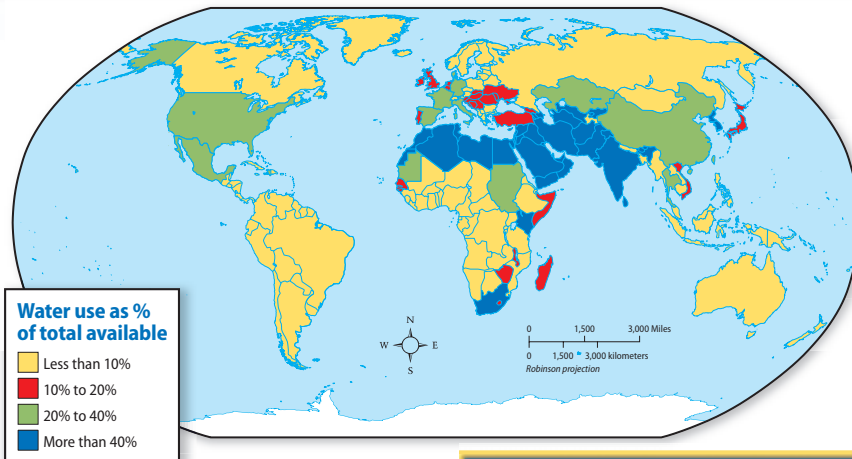
- Objective:** To draw conclusions about Maathai's work
- Focus:** Have students identify why Maathai was honored and by which organization.
- Teach:** Discuss Maathai's contributions to improving Africa's environment.
- Assess:** Have students write a paragraph explaining how planting trees helped improve the lives of the women in rural Kenya.
- Close:** Discuss how Americans might adapt Maathai's ideas to improve our environment.

### Differentiated Instruction Strategies

- BL** Describe how planting the trees improved African women's lives.
- AL** Have students report on causes of rain forest degradation in Africa.
- ELL** Have students follow along as you read each paragraph aloud. Have them identify the main idea of each paragraph. At the end, have them explain the most important ideas of the speech in their own words.



## Projected Water Use, 2025



### Analyzing Maps

- Identifying** What is the projection for the United States?
- Forecasting** What regions of Africa might be subject to high water “stress” by the year 2025?

## C Critical Thinking

**Predicting** Have students reread the text under “Environmental Destruction” on pages 737-738. **Ask:** Should developing nations be allowed to pollute in order to build up their industries? Why or why not? (Students should include information from the text and other sources to support their answers.) **AL**

For additional practice on this skill (Predicting), see the **Skills Handbook**.

## Analyzing Maps

### Answers:

- 20 to 40 percent of total water available will be needed by the United States
- North Africa and parts of eastern Africa and southeastern Africa

produce enough food to feed their populations. They manufacture few products for export. They have high levels of unemployment, disease, and poverty. The average life expectancy in these countries is under 40 years.

Other developing countries have valuable natural resources. Countries such as Saudi Arabia and Venezuela have oil. Colombia grows coffee. The Democratic Republic of the Congo has copper. Some of these countries have little industry, though. Some do not have the governmental, health, and educational facilities to develop their human resources. It generally takes able leaders, scientists, engineers, bankers, and businesspeople to develop industry.

**Cooperation** Developed and developing nations need each other. Rich nations sell their products to the poorer nations.

Developed nations also get raw materials from developing countries. For their part, the developing nations badly need the food, technology, and money that developed nations can supply.

## Environmental Destruction

Another global problem is the destruction of the natural environment. Industries and motor vehicles have pumped poisonous metals, such as mercury and lead, into the air and water. Coal-burning factories release sulfur dioxide gas into the air. Sulfur dioxide mixes with water vapor and later falls to the earth as **acid rain**, damaging forests and lakes. To save the environment, countries must work to end pollution both within their borders and internationally. An important way to reduce pollution is through **conservation**—limiting the use of polluting substances.

## Leveled Activities

### BL Guided Reading Activity 27-1, URB p. 61

**Global Developments**

Directions: Answer the questions below in the space provided. Use the information in your textbook to answer the questions.

- Setting: What are some problems of global trade?
- Setting: What is globalization?
- Setting: How much of the world's oil does the United States need to import?
- Setting: What is the difference between developed nations and developing nations?
- Setting: Why do you believe that globalization is important?
- Setting: Along with environmental destruction, what are the other global challenges?

### OL Chart, Graph, and Map Activity 27, URB p. 53

**Interpreting a Map**

Directions: Look at the map and answer the questions below. Use the information in your textbook to answer the questions.

- What is the map's title?
- What is the map's purpose?
- What is the map's scale?
- What is the map's projection?
- What is the map's source?
- What is the map's date?

### AL Critical Thinking Activity 27, URB pp. 51-52

**Formulating Questions**

Directions: Look at the map and answer the questions below. Use the information in your textbook to answer the questions.

- What is the map's title?
- What is the map's purpose?
- What is the map's scale?
- What is the map's projection?
- What is the map's source?
- What is the map's date?

### ELL Content Vocabulary Activity 27, URB p. 41

**An Interdependent World**

Directions: Look at the map and answer the questions below. Use the information in your textbook to answer the questions.

- What is the map's title?
- What is the map's purpose?
- What is the map's scale?
- What is the map's projection?
- What is the map's source?
- What is the map's date?

**W Writing Support**

**Persuasive Writing** Have students choose a global challenge discussed in the chapter, such as pollution or preserving peace, and write a letter to the editor persuading Americans to confront this challenge. **OL**

**Reading Check** **Answer:** Acid rain damages forests and pollutes lakes and streams, killing fish and other aquatic life. It can negatively affect human and animal health.

**Assess**

**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review.

**Close**

**Summary** Have students discuss and then summarize in writing how developed and developing nations are dependent on each other. **OL**

Conserving gasoline, for example, cuts the amount of gases that pollute the atmosphere. Conserving wood protects forests and wildlife habitats and leaves more trees available to absorb carbon dioxide. Some people oppose conservation efforts, claiming that they slow economic growth. Others argue that lack of conservation may produce short-term gains but long-term problems. Many experts believe that not dealing with air pollution, for example, may lead to dangerous changes in climate, destruction of forests and lakes, and health problems as people breathe polluted air.

Many people in poor nations believe that antipollution regulations are unfair because such rules would make it more difficult for them to develop their own industries. They argue that the developed countries polluted freely while they were becoming rich, but now the developed countries do not want to let poor countries do the same.

**Other Global Challenges**

An interdependent world community also faces other serious problems. Combating the international traffic in drugs and the influence of cross-border crime requires cooperation, as will repairing the damage caused by natural catastrophes such as the Asian tsunami of 2004.

**W** Coping with the pressures of greater immigration from poor to rich countries is sure to concern future world leaders. Another growing problem is the plight of millions of **refugees**, people who have unwillingly left their homes to escape war, famine, or other disaster. Preserving peace remains a pressing global issue. The threat of war and other forms of violence continues to grow. Terrorism persists as a major global concern.

**Reading Check** **Describing** What are the effects of acid rain?

**Section Review****Vocabulary**

- Define** the following terms and use them in sentences related to economic and environmental issues: *protectionism, acid rain, conservation, refugee.*

**Reviewing Main Ideas**

- Explaining** What do industrialized nations have in common?
- Comparing** How do developing countries differ from developed countries?

**Critical Thinking**

- Evaluating** What is the most serious problem the world community faces? Why?
- BIG Idea** Create a diagram like the one below to explain four characteristics of developing nations.



- Analyzing Visuals** Study the graph on page 736. In what country are production workers' costs between \$10 and \$15 per hour?

**CITIZEN Activity**

- Expository Writing** Select a developing nation and write a research report about its economic and social conditions. Consider including information in your report about the nation's housing, food production, and medical care.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

**Section 1 Review****Answers**

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Industrialized nations have natural resources or easy access to them. They have many large industries and produce manufactured good that are sold worldwide. They also consume a lot of natural resources to maintain their high standard of living.
- Underdeveloped countries may be either rich or poor in natural resources. The poor nations export few products and often do not produce enough food for their people. They often have high levels of unemployment, disease, and poverty. Nations rich in natural resources may have poor governmental leadership, health, and educational facilities.
- Students should support their answers with convincing arguments.
- Developing nations:** lack of or inefficient use of natural resources; need for more industrial development; need for better government; need to raise living standards of the people
- in South Korea at \$11.52 an hour
- Student reports should meet criteria set in the question.



# The United Nations

## Guide to Reading

### Big Idea

Political and economic institutions evolve to help individuals and groups accomplish their goals.

### Content Vocabulary

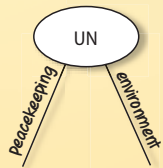
- internationalism (p. 740)
- charter (p. 740)
- globalization (p. 742)
- multinational (p. 742)

### Academic Vocabulary

- maintain (p. 740)
- promote (p. 740)
- mutual (p. 741)

### Reading Strategy

**Describing** As you read, complete a graphic organizer like the one below by describing how the UN has responded to these global issues.



**Real World Civics** These Afghan girls are learning to play guitar today in a country—Afghanistan—that until recently banned all music. How is this possible? The United Nations has funded an educational program, which will soon be self-supporting, to provide them with lessons. The girls are now also allowed to attend school under the protection of the United Nations.

▼ Women of the northern Afghan city of Mazār-e Sharīf playing guitars



## Focus



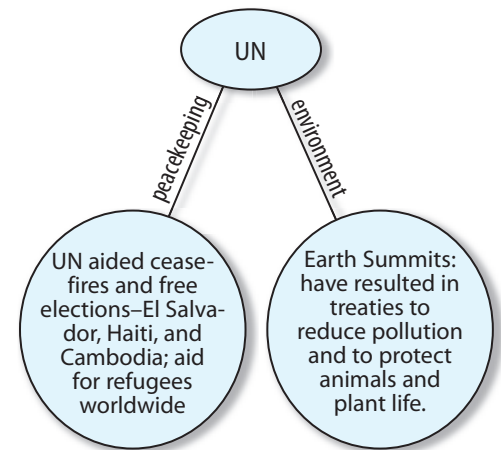
### Bellringer

Daily Focus Transparency 27–2



## Guide to Reading

Answers to Graphic:



### Section Spotlight Video

To learn more about the United Nations, have students watch the Section Spotlight Video for this section.

## Resource Manager

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### Reading Strategies

#### Teacher Edition

- Monitoring/Clarifying, p. 740
- Inferring, p. 741

#### Additional Resources

- Pri. Source Act., URB p. 13
- Cont. Vocab., URB p. 41
- Ac. Vocab., URB p. 43
- Guid. Read., URB p. 62
- Foldables, p. 103



### Critical Thinking

#### Teacher Edition

- Making Inferences, p. 740
- Additional Resources**
- Quizzes and Tests, p. 324



### Differentiated Instruction

#### Teacher Edition

- Gifted/Talented, p. 741
- Additional Resources**
- School-to-Home Conn., URB, p. 57
  - Teacher's Guide to Diff. Instr., p. 35



### Writing Support

#### Teacher Edition

- Expository Writing, p. 742



### Skill Practice

#### Teacher Edition

- Analyzing Charts, p. 741
- Additional Resources**
- Daily Focus Trans., 27–2

# Teach

## Reading Strategy

**Monitoring and Clarifying** Have students continue monitoring and clarifying their understanding of text in this section. **BL ELL**

## Critical Thinking

**Making Inferences** Ask: **Why did the United States and its allies start planning for the United Nations during a war?** (The fact that so many countries were at war was proof of the great need for an organization dedicated to peace and to solving global challenges.) **OL**

## TIME Teens in Action

### Answer:

Kevin is more aware of global issues. He has taken responsible actions to confront challenges such as pollution. He sees people from all of the world's countries as "world citizens." His analytic and problem-solving skills have improved.

**Reading Check** Answer: 191 nations

## Hands-On Chapter Project Step 2



## TIME Teens in Action

### Kevin McGregor

**W**hat would it be like to represent the United States at the United Nations? How about China? Or maybe Burkina-Faso? Students like Kevin McGregor, 17, of Russellville, Arkansas, who take part in Model United Nations (MUN), have a pretty good idea. When these American teens get together at MUN conferences, they act as if they are delegates from different countries.

**QUESTION:** Where can people find MUN?

**ANSWER:** All over the United States and the globe. The conferences provide an awesome chance to learn about diplomacy and the intricacies of international relations—while developing public speaking and research skills.

**Q:** How has MUN changed you?

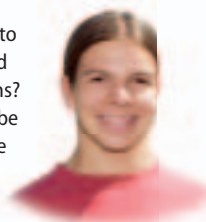
**A:** I think it's made me a more responsible world citizen. I took up biking to school because I felt it was a more efficient use of resources. It makes you think more about what is going on in the world. You start to see people that look different from you are fellow world citizens.

**Q:** How will MUN help your future?

**A:** Students that participate in Model UN are more aware of global issues and adopt more analytical ways of looking at problems. Those same students become voters and leaders in their community, maybe even politicians.

### ACTION FACT:

Kevin loves to be outside doing things like backpacking and mountain biking.



### Making a Difference

### CITIZENSHIP

**Explaining** In what way has Kevin changed because of his participation in the program?

## Purpose of the UN

**Main Idea** The United Nations was formed to promote the common aims of the world's countries.

**Civics & You** Think about a time you tried to get a group of your friends to agree on a movie or activity. What did you do? Read to find out how the nations of the world succeeded when they decided to form an international organization.

**Internationalism** is the idea that nations should cooperate to promote common aims, such as supporting economic development and fighting terrorism. They do this through membership in an organization, the United Nations, which is made up of many nations.

## UN Goals

The United States and its allies started planning for the United Nations during World War II. In 1944 delegates from the United States, Great Britain, and the Soviet Union drafted a **charter**, or constitution, for the UN. In 1945 representatives from 50 countries—at that time, almost all the independent countries in the world—signed the charter at a meeting in San Francisco. The UN's main purposes are to **maintain**, or preserve, international peace; develop friendly relations among nations; **promote**, or encourage, justice and cooperation; and seek solutions to global problems. On United Nations Day, October 24, 2001, President George W. Bush praised the UN for its commitment to "promoting human rights, protecting the environment, fighting disease, fostering development, and reducing poverty."

The UN now has 191 members. Its main headquarters is in New York City. The different parts of the United Nations are shown on the chart on page 741.

**Reading Check Describing** How many nations are members of the UN?

## Participating in a Mock United Nations Assembly

**Step 2: Create a Position Paper** Each group will write a position paper stating its selected country's views on the issue or challenge adopted in Step 1.

**Directions** Each group will use previous government actions as well as statements by leaders to understand its country's cur-

rent viewpoint. The position paper of each group should be at least one typed page in length. It should be expository and organized with main ideas supported by details. Remind students that it is NOT their opinion that they are expressing but that of the country they will represent at the mock United Nations Assembly. **OL**

(Project continued in Section 3)

## UN Activities

**Main Idea** The United Nations had some success in solving world problems, but lack of cooperation has hampered its efforts.

**Civics & You** Do you think it is difficult to get all your friends to agree on something? Read more to find out how the United Nations has struggled with the same problem.

The UN has been successful in several ways. It has served as a meeting place where representatives from many nations can discuss mutual, or common, problems. Special agencies of the UN have done a great deal to fight

sickness, poverty, and ignorance. However, a lack of cooperation among the Security Council's permanent members has made the UN less effective in settling disputes and preventing conflict.

### Efforts to Promote Peace

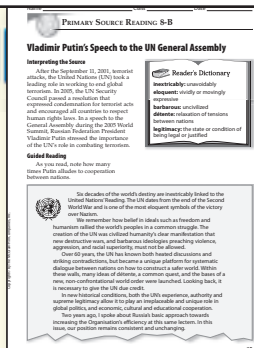
Nevertheless, the United Nations has helped bring about peace in some areas and helped those who live in war-torn countries. In nations, such as El Salvador, Cambodia, and Haiti, UN peacekeeping operations have helped sustain ceasefires, conduct free elections, monitor troop withdrawals, and prevent violence. The UN has also provided aid for more than 30 million refugees.

### Organization of the United Nations

| Principal Units                       |  |
|---------------------------------------|--|
| <b>International Court of Justice</b> | Also known as the World Court, this is the main judicial agency of the UN. Consisting of 15 judges selected by the General Assembly and the Security Council, the court decides disputes between countries.  |
| <b>Security Council</b>               | The Security Council is the UN's principal agency for maintaining international peace and security. Of the 15 Council members, 5 members—China, France, Russian Federation, the United Kingdom, and the United States—are permanent members. The other 10 are elected by the General Assembly for two-year terms. Decisions of the Council require nine yes votes. |
| <b>General Assembly</b>               | All UN member states are represented in the General Assembly. It meets to consider important matters such as international peace and security, the UN budget, and admission of new members. Each member state has one vote.  |
| <b>Secretariat</b>                    | The Secretariat carries out the administration work of the United Nations as directed by the General Assembly, the Security Council, and the other agencies. Its head is the secretary-general.  |
| <b>Economic and Social Council</b>    | The Economic and Social Council recommends economic and social policies.   |
| <b>Trusteeship Council</b>            | The Trusteeship Council was established to ensure the rights of territories as they took the steps toward self-government or independence.   |

#### Analyzing Charts

- Describing** What are the six main units of the UN?
- Explaining** What nations make up the General Assembly?



Pri. Source Reading 8B, URB pp. 15–16

### Vladimir Putin's Speech to the UN General Assembly

- Objective:** To understand why Putin made this speech
- Focus:** Have students read "Interpreting the Source." Elicit prior knowledge of terrorist attacks.
- Teach:** Identify and discuss the two actions that Putin advocates for the UN to combat terrorism.
- Assess:** Have students write a paragraph explaining how the United Nations might work to solve a particular regional conflict.
- Close:** Make a chart of student ideas about UN efforts. Ask for student evaluations.

### Reading Strategy

**Inferring Ask:** Why might the permanent members of the Security Council find it hard to agree on issues of peace and security? (Answers will vary, but should include that the foreign policy goals and international commitments of these countries are often quite varied.) OL

### Skill Practice

**Analyzing Charts Ask:** Who are the permanent members of the Security Council? (China, France, Russia, the United Kingdom, and the United States) BL

### Differentiated Instruction

**Gifted and Talented** Have these students create a poster or comic book that illustrates the work of the UN Economic and Social Council, the General Assembly, or the World Court. AL

#### Analyzing Charts

##### Answers:

- International Court of Justice, Security Council, General Assembly, Secretariat, Economic and Social Council, Trusteeship Council
- all UN member states

### Differentiated Instruction

#### Differentiated Instruction Strategies

- BL** Ask students to explain Putin's idea that terrorism today is as severe a threat as Nazism was in the past.
- AL** Have students research and report on terrorism in Russia.
- ELL** Read the paragraphs aloud and have students identify the main idea of each. Ask them to explain why Putin made this speech.



## W Writing Support

**Expository Writing** Direct students to research and write a report on one of the areas in which the United Nations works: peacekeeping, providing disaster aid, fighting disease, protecting the environment, or helping refugees. **OL**

**Reading Check** **Answer:** Lack of cooperation between members of the Security Council has kept the United Nations from being more effective in settling disputes.

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Discussion** Have students reread the quote from Kofi Annan under “Responses to Global Problems.” Ask them for suggestions about how globalization might reduce poverty and human suffering. List these suggestions on the board and discuss. **AL**

## Section 2 Review

## Responses to Global Problems

**W** The United Nations was created in the early twentieth century to respond to global problems. Countries around the world have established progressively closer contacts over time, but recently the pace has increased significantly. This interdependence and interaction among individuals and nations working across barriers of distance, culture, and technology is called **globalization**. Former Secretary-General Kofi A. Annan of Ghana wrote, “Globalization is transforming the world. . . . Our challenge today is to make globalization an engine that lifts people out of hardship and misery, not a force that holds them down.”

**The Environment** In 1992 a major conference on the environment was held in Rio de Janeiro, Brazil. This Earth Summit brought together representatives from 178 nations who discussed ways of protecting the environment. Leaders signed treaties pledging to safeguard animal and plant life and limit

the pollution that causes global warming. In 1997 world leaders gathered at the United Nations for Earth Summit II. They agreed that, while some progress had been made, much remained to be done.

**Economic Inequality** In 2006 the United Nations addressed the problem of growing economic inequality that divides the world into rich and poor nations. The UN found that countries with weak economic structures (laws, institutions, and markets), and low infrastructure (roads, transportation, and water access) gain less from global markets. Globalization has been led by **multinationals**, large firms that do business or have offices in many countries. The UN has called on leaders of private enterprise to play a stronger role in integrating economic, social, and environmental development in the countries in which they operate.

**Reading Check** **Identifying** What factor makes the UN less effective in settling disputes than many had hoped?

## Section 2 Review

### Vocabulary

- Write** a short paragraph in which you use the following key terms: *internationalism, charter, globalization, multinational*.

### Main Ideas

- Explaining** What is the purpose of the UN?
- Identifying** To which UN body do all member nations belong?

### Critical Thinking

- Analyzing** What do you think is the most important role of the UN in the world today? Explain.
  - BIG Ideas** On a diagram like the one below, describe how the General Assembly operates.
- ```

graph TD
    GA[General Assembly] --- B1[ ]
    GA --- B2[ ]
    GA --- B3[ ]
    
```
- Analyzing Visuals** Study the chart on page 741. How many judges sit on the World Court? How are the judges of the World Court selected?

### CITIZENSHIP Activity

- Research** Take a poll of several adults in your community. Find out their opinions about the work of the United Nations and about U.S. involvement in that organization.
- Persuasive Writing** Every member nation has an equal vote in the UN General Assembly. Do you think this one-nation, one-vote system is fair? Explain in a one-page paper.

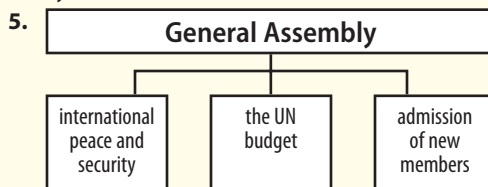


**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Answers

- Vocabulary words should be used according to their definitions as found in the section and in the Glossary.
- to promote the common aims of the world's countries, such as supporting economic development, fighting disease and poverty, solving international disputes peacefully, and combating terrorism

- All member nations belong to the General Assembly.
- Answers will vary, but should be supported by credible reasons.



- Fifteen judges are selected by the General Assembly and the Security Council.
- Students should write the results of their inquiries.
- Answers should be supported by reasons and should follow a persuasive writing style.

## Guide to Reading

### Big Idea

Economic, social, and political changes create new traditions, values, and beliefs.

### Content Vocabulary

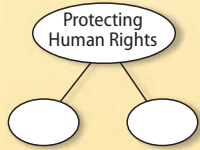
- human rights (p. 744)
- tribunal (p. 745)
- genocide (p. 745)
- apartheid (p. 746)
- sanction (p. 746)
- satellite (p. 747)
- Cold War (p. 748)

### Academic Vocabulary

- commission (p. 744)
- adequate (p. 744)
- policy (p. 745)

### Reading Strategy

**Describing** As you read, complete a graphic organizer like the one below by describing how the UN has responded to these global issues.



# Section 3

## Human Rights

**Real World Civics** Human rights issues for migrant workers are huge questions in the Dominican Republic and elsewhere in the world. These Haitian children's parents are migrant workers who cut cane in the sugar fields and work in the processing plants in the Dominican Republic. They are allowed to go to school only because a nongovernmental organization associated with the United Nations has intervened and set up the school.

▼ Young Haitian girls attend school on the grounds of a sugar plantation



## Focus



### Bellringer

Daily Focus Transparency 27-3

| RESTRICTIONS OF BASIC HUMAN RIGHTS IN SELECTED COUNTRIES |                     |                     |                   |                     |
|----------------------------------------------------------|---------------------|---------------------|-------------------|---------------------|
|                                                          | Freedom of Religion | Freedom of Movement | Freedom of Speech | Freedom of Assembly |
| China                                                    | ✓                   | ✓                   | ✓                 | ✓                   |
| India                                                    | ✓                   | ✓                   | ✓                 | ✓                   |
| Iran                                                     | ✓                   | ✓                   | ✓                 | ✓                   |
| North Korea                                              | ✓                   | ✓                   | ✓                 | ✓                   |
| Russia                                                   | ✓                   | ✓                   | ✓                 | ✓                   |
| U.S.                                                     | ✓                   | ✓                   | ✓                 | ✓                   |

Directions: Answer the following questions based on the chart.

Which right is most often restricted in the countries shown?

A. the right to religion  
B. the right to transportation  
C. the freedom of the press  
D. the right to free speech

## Guide to Reading

Answers to Graphic:



## Section Spotlight Video

To learn more about human rights, have students watch the Section Spotlight Video for this section.

## Resource Manager



### Reading Strategies

#### Teacher Edition

- Monitoring/Clarifying, p. 745
- Act. Prior Know., p. 746

#### Additional Resources

- Cont. Vocab., URB p. 41
- Ac. Vocab., URB p. 43
- Guid. Read., URB p. 63
- RENTG, p. 258



### Critical Thinking

#### Teacher Edition

- Drawing Con., pp. 744, 748
- Det. Cause/Effect, p. 744

#### Additional Resources

- Quizzes and Tests, p. 325



### Differentiated Instruction

#### Teacher Edition

- EL, p. 746

#### Additional Resources

- Reteach Act., URB, p. 59



### Writing Support

#### Teacher Edition

- Persuasive Writing, p. 747

#### Additional Resources

- Speak/Listen Skills Act., URB p. 9
- Writ. Skills Act., URB p. 47



### Skill Practice

#### Teacher Edition

- Reading Maps, p. 745
- Reading Graphs, p. 746

#### Additional Resources

- Daily Focus Trans., 27-3
- Pol. Cartoons Trans. 27

# Teach

## C<sub>1</sub> Critical Thinking

**Drawing Conclusions** **Ask:** *Why would the United Nations need a Declaration of Human Rights? (Not all member nations have democracies, which usually recognize human rights and freedoms.)* **OL**

## C<sub>2</sub> Critical Thinking

**Determining Cause and Effect** **Ask:** *Why is it important to have all UN member nations sign the Declaration of Human Rights? (The agreement of all UN member nations to the documents lends weight to international groups that investigate complaints of human rights abuses.)* **OL**

### Caption Answer:

to seek asylum, to move freely, to claim a nationality, to marry and have a family, to own property, to be secure, to work, to receive equal pay for equal work, to form and join trade unions, to enjoy rest and leisure, to have an adequate standard of living, to get an education, and to participate in the cultural life of the community

## Additional Support

### Teacher Tip

Remind students that when they compare two things they should look for similarities between those items. When they contrast two things, they should look for differences between them.

## Standards for Human Rights

**Main Idea** Although basic human rights have spread to more countries, they are still not respected in many parts of the world.

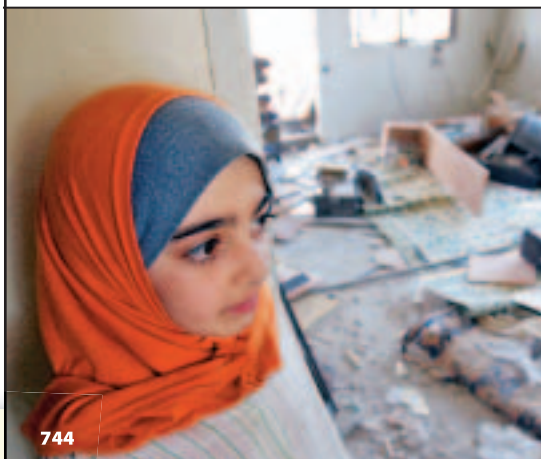
**Civics & You** What basic rights do you think all people should have? Read to find out about the spread of basic human rights around the world.

**H**uman rights are the basic freedoms that all people should enjoy. Human rights include the right to safety, to food, and to shelter, among other things. In democracies like the United States, citizens and noncitizens can worship as they please, and speak, read, and write freely. In recent decades, the issue of human rights has captured world attention.

### A Mixed Picture

Despite democratic advances, however, many governments still imprison and abuse people for speaking their minds. Among the

**Right to Safety** A returning refugee surveys the damage in her family's apartment due to fighting in southern Lebanon. The right to safety is one of the basic freedoms for all people. **Explaining** What are other human rights?



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countries accused of human rights violations are China, Indonesia, Myanmar (Burma), Iran, Cuba, and Sudan. The good news is that human rights abuses are more carefully monitored than in the past. In South Africa, Haiti, and El Salvador, for example, national commissions, or committees, have investigated abuses of past governments. International groups have also called on individuals to account for their war crimes.

## The Universal Declaration of Human Rights

In 1948 the United Nations adopted what has become the most important human rights document of the post-World War II years—the Universal Declaration of Human Rights. Addressing social and economic freedoms as well as political rights worldwide, the articles of the Declaration form a statement not of the way things are but of the way they should be with a unified effort.

**Protection of Rights** Articles 1 and 2 proclaim that “all human beings are born equal in dignity and rights.” Articles 3–21 state the civil and political rights of all human beings, including many of the same liberties and protections of the U.S. Constitution. They also include other rights, such as freedom of movement, the right to seek asylum, the right to a nationality, the right to marry and found a family, and the right to own property.

**Raising Standards of Living** Articles 22 to 27 spell out the economic, social, and cultural rights of all people. These include the right to security, the right to work, the right to receive equal pay for equal work, and the right to form and join trade unions. The Declaration also lists the right to enjoy rest and leisure, the right to have a standard of living **adequate**, or acceptable, for health and well being, the right to education, and the right to participate in the cultural life of the community.

## Activity: U.S./World Connections

**Comparing and Contrasting** Students should compare and contrast the UN Universal Declaration of Human Rights and the U.S. Bill of Rights. **Ask:** *Which rights listed in the UN Declaration are NOT protected by the U.S. Bill of Rights? (the right to enjoy rest and leisure, the right to marry and have a family, the right to a nationality, the right to*

*an adequate standard of living, and the right to participate in the cultural life of a community)* Students should work in pairs to research this question, then select one right and write a one-page paper in which they argue for or against protecting that right in an amendment to the U.S. Constitution. **OL**



## Protecting Human Rights

The UN High Commissioner for Human Rights directs programs that promote and protect human rights. For example, the UN Commission on Human Rights monitors and reports rights violations in all parts of the world. By drawing attention to these abuses, the UN hopes to bring pressure to halt them.

**International Tribunals** The Security Council has acted to punish human rights violators by establishing international **tribunals**. These courts have authority from the UN to hear cases and make judgments about violations of international human rights law.

**Genocide** During the 1990s, ethnic tensions in the East African nations of Rwanda and Burundi led to violent conflict. In a **genocide**, or the deliberate killing of members of a racial or cultural group, Hutu forces killed more than 500,000 people, mostly Tutsis. **S** The International Criminal Tribunal Court for Rwanda began bringing to justice people accused of participating in the genocide.

**Working for Human Rights** The efforts of individuals make a difference in fighting for human rights. Salih Mahmoud Osman is an attorney from the Darfur region of Sudan. For 20 years, Osman has given free legal aid to people who have been taken into custody unfairly and tortured by the Sudanese government. Now a member of Sudan's parliament, Osman has led investigations of ethnic cleansing and other crimes against the people of Darfur.

Omid Memarian, an Iranian journalist and blogger, was arrested and tortured for his defense of human rights. He was released from prison after the international community campaigned for his freedom. He continues to expose arbitrary imprisonment, torture, and mistreatment of prisoners in Iran.

**Reading Check Describing** What is genocide? How might an international tribunal deal with a case of genocide?

## Spread of Democracy and Liberty

**Main Idea** Democracy has spread to more countries over the last 50 years, aided by support from democratic nations and the collapse of the Soviet Union.

**Civics & You** How do you define *freedom*? Read more to find out how freedom is described and encouraged around the world.

**T**he United Nations has encouraged the spread of democracy and human rights throughout the world. So has the United States, which has made these causes an important part of its foreign **policy**, or guidelines.

## Growth of Democracy

At the beginning of the twentieth century, only about 12 percent of the world's people lived in a democracy. By 1950 there were 22 democratic nations, with 31 percent of the world's population. Over the next 50 years, democracy grew rapidly, especially after 1980. Today nearly 60 percent of the world's population in 120 countries live under politically democratic conditions. This has all taken place during the time the UN has been established.

A publication called *Freedom in the World* provides an annual evaluation of political rights and civil liberties for more than 190 countries. At a minimum, "a democracy is a political system in which the people choose their authoritative leaders freely in public elections from among competing groups and individuals who were not chosen by the government." Countries that go beyond this standard for democracy offer the broadest range of human rights. These countries are "fully free" democracies. In 2006, there were 89 countries with free and democratic governments.

## Reading Strategy

**Monitoring and Clarifying** Have students monitor their understanding of the section "Protecting Human Rights" by making a chart of the parts they don't fully understand. Encourage them to reread the text and to do research on the Internet or in the library to answer their questions. **BL ELL**

## Skill Practice

**Reading Maps** Have volunteers locate Rwanda, Burundi, and the Darfur region of Sudan on a political/physical map in an atlas or other source. **OL**

**Reading Check Answer:** Genocide is the deliberate killing of members of a racial or cultural group. International tribunals would hear the case and make a judgment against those responsible for the genocide.

## Hands-On Chapter Project Step 3

## Participating in a Mock United Nations Assembly

**Step 3: Learn About a Mock Assembly Session** Students will use a Web site to find out how a mock United Nations Assembly is conducted.

**Directions** Groups will get information about how a mock Assembly is conducted by visiting the Web site [www.un.org/cyberschoolbus/modelun/index.asp](http://www.un.org/cyberschoolbus/modelun/index.asp). On the Web site, they will visit "Getting Started" and "Prepare for a Conference" and use this information to prepare a format for a mock

assembly session in which they will present their position papers. Plan the mock assembly as a class. The amount of time needed depends on how many student groups are presenting papers. Two sessions might be needed.

(Project continued on the Visual Summary page)

## D Differentiated Instruction

**English Learners** Have student volunteers point out their country of birth on a map, describe how it is governed, and in which category it fits on the graph. **ELL**

## R Reading Strategy

**Activating Prior Knowledge Ask:** *What is a totalitarian government?* (a government that controls almost all aspects of the lives of its citizens) **BL ELL**

## S Skill Practice

**Reading Graphs** Have students find the category “totalitarian” on the graph. **Ask:** *How has the number of totalitarian governments changed between 1950 and 2000?* (They have declined.) **OL**

### Analyzing Graphs

#### Answers:

1. The number of monarchies was reduced by about half.
2. Most people prefer living in a democracy and will work toward achieving one.

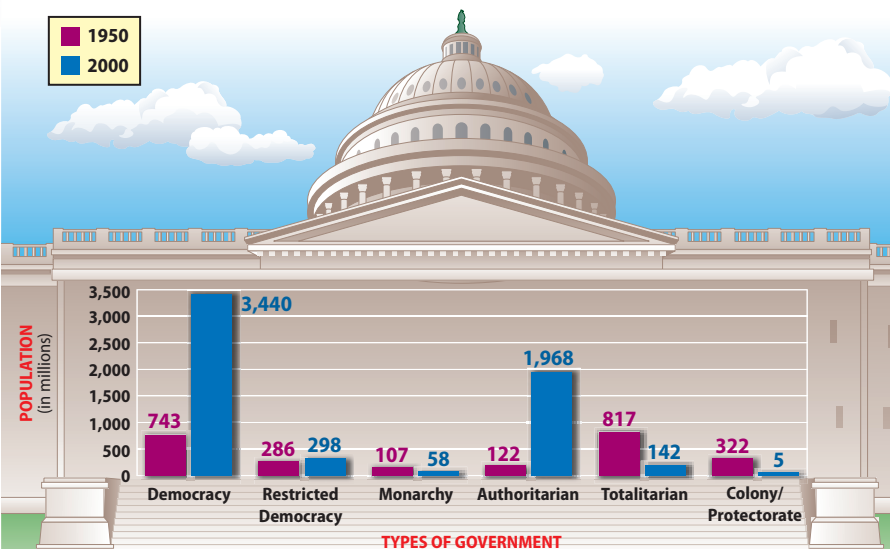
There were 58 “partly free” countries; none of these countries guaranteed a broad range of individual liberties beyond holding free and fair elections, however. In 2006 about 37 percent of the world’s population lived in 49 countries that were not free. These nondemocracies often practiced or permitted terrible violations of human rights.

### Fight for Rights in South Africa

A success story of the late twentieth century is South Africa. White leaders of South Africa enforced a policy of racial separation between blacks and whites called **apartheid**.

Apartheid laws dictated where blacks could travel, eat, and go to school. Black people could not vote or own property, and they could be jailed indefinitely without cause. For more than 40 years, people inside and outside South Africa protested against apartheid. Both the United States and the European Economic Community (now known as the European Union) ordered economic **sanctions**, or coercive measures, against South Africa. Mounting pressure brought a gradual end to apartheid. In April 1994, South Africa held its first election open to all races. Voters elected antiapartheid leader Nelson Mandela as the first black president.

### Population Living Under Various Types of Government



### Analyzing Graphs

1. **Analyzing** How would you describe the stability of the number of monarchies from 1950 to 2000?
2. **Comparing** Why do you think those living under democracy showed the most change?

## Differentiated Instruction

### Preparing and Delivering Narrative Presentations

- Objective:** To prepare and deliver a presentation
- Focus:** Students read and discuss “Learning the Skill.”
- Teach:** Read the presentation under “Practicing the Skill.” Discuss how a storyteller elicits audience interest.
- Assess:** Have students work in pairs to write about a person who deserves a citizenship award.
- Close:** Pairs will present and assess narratives, using the criteria on page 46.

### Differentiated Instruction Strategies

- BL** Have students listen to the narrative on page 45 a second time. As they listen, they should write transitions that lead from one idea to another.
- AL** Have students videotape and assess their presentations.
- ELL** Students can use audiotapes to practice their presentations.

**Speaking and Listening Skills Activity 8**

**Preparing and Delivering Narrative Presentations**

**Learning the Skill**

A narrative presentation is one in which the information presented has a story. The story may be fictional, but a successful presentation will incorporate the same ingredients that a good story has: a clear beginning, middle, and end; a plot; and a resolution. A narrative presentation must have a clear beginning, middle, and end and will often contain characters, settings, and conflict.

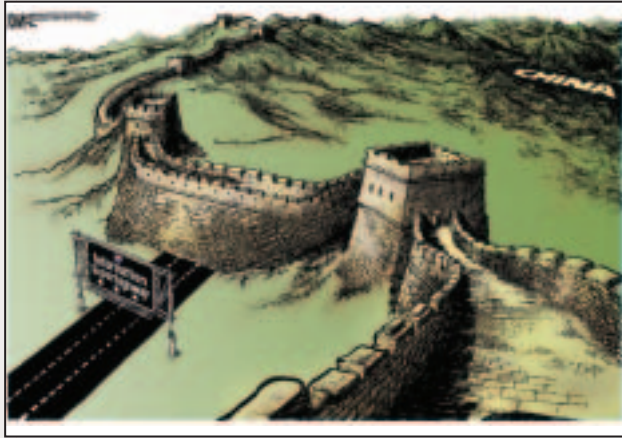
Use these techniques when making a narrative:

- A narrative generally has a familiar structure—a beginning, a conflict or problem, rising action, a climax or resolution to the problem, and an ending. Simply stating and describing beginning, middle, and end is not enough. The development of characters, settings, and plot.
- Characters in a narrative can be developed by describing their attitudes and beliefs. When readers understand a character's motivation, that character becomes more real to them.
- Effective transitions make a narrative flow smoothly. Your audience will benefit more from your narrative presentation if you move easily from one important idea to the next.
- Use concrete descriptive techniques, such as dialogue and action, to give your narrative, speeches, letters, and descriptions.

**Practicing the Skill**

Listen carefully as your teacher or group leader reads the information about Sula Carter, a student who received a 2006 President's National Merit Scholarship. Then, answer the following questions in the space provided.

Inspired by the description of Sula Carter, take a moment to think about a person who has inspired you. Write a narrative about this person. Be inspired by her spirit. Take one moment to think about the person who has inspired you. Write a narrative about this person. Be inspired by her spirit. Take one moment to think about the person who has inspired you. Write a narrative about this person. Be inspired by her spirit.



Michael Ramirez/Copley News Service

This cartoon, drawn by Michael Ramirez, focuses on laws regarding Internet use.

1. What is the setting for this image?
2. In the cartoon, where does the Information Superhighway lead?
3. What does the "great wall" symbolize?
4. What do you think Ramirez's intention was in creating this cartoon?

## W Writing Support

**Persuasive Writing Ask:** Should the United States try to spread democracy throughout the world? If so, how should it be done? Have students write a one-page paper taking a side on the issue. **OL**

### Answers:

1. The setting is the Great Wall of China.
2. The information superhighway leads up to the Great Wall.
3. It symbolizes China's censorship of the Internet.
4. He wishes to criticize Chinese censorship of the Internet and of free speech and access to information.

## Fight for Rights in Afghanistan

After Afghanistan collapsed into civil war in the 1990s, many people turned to the Taliban for leadership. By 1996 the Taliban had taken control of about 80 percent of the country. They put in place harsh policies based on a strict interpretation of Islam. Basic freedoms were severely restricted, especially for women. In late 2001 the United States accused the Taliban of supporting terrorists. The U.S. and a coalition of European forces have been waging war on the Taliban ever since. The United Nations began working with the nation's leaders to create a climate that protected human rights.

## Safeguarding Democracy

During most of the twentieth century, the global advancement of democracy and liberty was a main objective of the U.S. government. President Woodrow Wilson declared during and after World War I that the United

States and its allies should "make the world safe for democracy." During World War II, President Franklin D. Roosevelt said that the United States and its allies were fighting for democracy and freedom in the world. Roosevelt said,

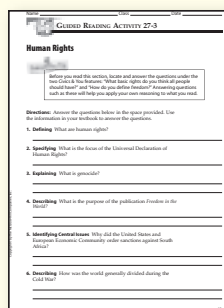
*"Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or to keep them."*

—Franklin D. Roosevelt

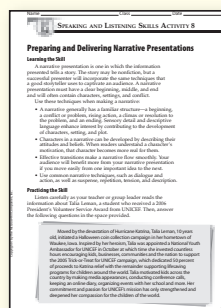
**The Cold War** After World War II, the Soviet Union dominated Eastern Europe. It forced countries there to become **satellites**—countries politically and economically dominated or controlled by another more powerful country. Soviet actions during these years convinced the United States and its allies that the Soviet goal was to expand its power and influence.

## Leveled Activities

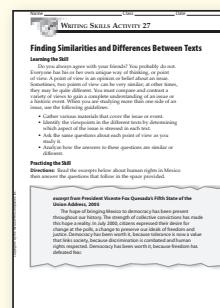
### BL Guided Reading Activity 27-3, URB p. 63



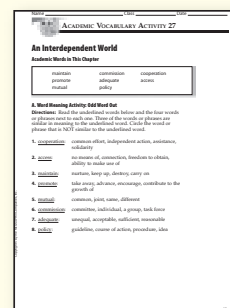
### OL Speaking/Listening Activity 8, URB pp. 9–10



### AL Writing Skills Activity 27, URB pp. 47–50



### ELL Academic Vocabulary Activity 27, URB p. 43





## C Critical Thinking

**Drawing Conclusions** Ask: How did the ideas of democracy win the struggle against the ideas of communism?

(through education, economic prosperity, and people's desire for freedom) **OL**

**Reading Check** Answer: The Cold War was a clash of ideas between democratic nations and communist nations.

## Assess



**Study Central™** provides summaries, interactive games, and online graphic organizers to help students review content.

## Close

**Identifying Central Issues** Have students bring in newspaper and magazine articles about human rights issues around the world. Identify these issues on a chart and keep the articles for reference for interested students to study. **OL**

## Section 3 Review

Most of the world soon divided into two hostile camps—the democratic nations and the Communist nations. This bitter struggle between the two sides was known as the **Cold War** because it more often involved a clash of ideas than a clash of arms. The struggle was between the American ideas of democracy and freedom and the Soviets' communism and totalitarianism.

**Soviet Domination Ends** From 1945 until the fall of the Soviet Union in 1991, American presidents declared their commitment to the spread of democracy and liberty. After the collapse of Soviet totalitarianism, American presidents promoted the advance of democracy in the former Soviet Union and in other countries in central and eastern Europe that had suffered under Soviet domination. The spread of democracy elsewhere in the world continued to be a goal of U.S. foreign policy.

**War Against Terror** In response to the September 11, 2001, terrorist attacks on the United States, President George W. Bush repeated America's commitment to democracy and liberty around the world. He said in a speech to Congress,

*“The advance of human freedom—the great achievement of our time, and the hope of every time—now depends on us.”*

—President George W. Bush

A world that is increasingly democratic and free means that the United States and other nations will have an easier time maintaining peace, prosperity, and national security. Thus, it is in the national interest of the United States to promote the global advancement of democracy and liberty.

**Reading Check** Identifying What was the Cold War?

## Section 3 Review

### Vocabulary

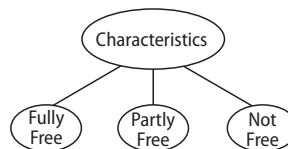
- Write** a paragraph that summarizes key points of this section. Use all of the following terms: *human rights, tribunal, genocide, apartheid, sanction, satellite, Cold War.*

### Main Ideas

- Explaining** What are human rights? List two important political rights.
- Explaining** What actions are being taken to safeguard human rights?

### Critical Thinking

- BIG Idea:** Why are many nations turning to a more democratic form of government?
- Classifying** In a diagram like the one below, describe the characteristics of these types of government.



### Civics Activity

- Expository Writing** Choose a country discussed in this section. Research the country. Imagine that you are traveling to the country. Write a letter to a friend describing the country and the extent to which the government affects people's everyday lives.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).

## Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Human rights are the basic freedoms that all people should enjoy. Political rights include: the right to vote, freedom of speech, freedom of religion, the right to a nationality, the right to assemble peaceably, and the right to participate in government.
- Actions include reporting on human rights abuses and hearing human rights cases before UN international tribunals.
- Answers will vary, but should include the idea that most people prefer the freedoms and rights enjoyed in democracies.
- Fully free:** offers the fullest range of human rights to its citizens; **partly free:** holds free and fair elections, but individual rights not guaranteed; **not free:** basic human rights are violated
- Answers will vary. Students should describe the country and the government in terms of people's everyday lives.

## Main Idea

## Supporting Details

|                                                                                                                                               |                                                                                                                                                                                                                                                                                                        |                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| We live in an era of global economic interdependence, in which countries depend on one another for goods, services, and natural resources.    | Trade among nations is a major part of global interdependence.                                                                                                                                                                                                                                         |    |
| The world faces many serious global challenges.                                                                                               | Challenges include the growing split between developed and developing nations, destruction of the natural environment, international traffic in drugs and other crime, damage caused by natural catastrophes, greater immigration from poor to rich countries, and the plight of millions of refugees. |                                                                                      |
| The United Nations was established to provide a forum for nations to settle their disputes by peaceful means.                                 | The UN's main purposes are to maintain international peace, develop friendly relations among nations, promote justice and cooperation, and seek solutions to global problems.                                                                                                                          |    |
| The UN has had some success in solving world difficulties, but a lack of cooperation has hampered its efforts.                                | The UN has battled sickness, poverty, and ignorance around the world, but has had less success in narrowing the gap between rich and poor and in protecting the environment.                                                                                                                           |                                                                                      |
| Although acknowledgment of basic human rights has spread to more countries, rights are still not respected in many parts of the world.        | The Universal Declaration of Human Rights lists basic human rights of all people, but these rights have been limited in places like Rwanda, the former Yugoslavia, China, Indonesia, Myanmar, Iran, Cuba, and Sudan.                                                                                   |  |
| Democracy has spread to more countries over the last 50 years, aided by support from democratic nations and the collapse of the Soviet Union. | A growing number of countries have instituted democratic reforms.                                                                                                                                                                                                                                      |                                                                                      |



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**Monitoring and Clarifying** Ask students to report on their experiences with monitoring and clarifying their understanding of the text. **Ask:** What methods did you use to clarify confusing text? Which techniques would you recommend to others? (Answers will vary.)

**Identifying Central Issues** Have students form groups to study one of the global challenges examined in the chapter. **Ask:** What are the central issues? What actions are being taken to resolve these issues? Which actions do you think are most effective? Group should share their responses with the class. **OL**

**Understanding Question-Answer Relationships** Have students work in small groups to turn each head in the chapter into a question and then write a one- or two-sentence summary of the main idea and one or two of the most important supporting details. Students can use their summaries to review the chapter for the Standardized Test Practice. **BL ELL**

## Hands-On Chapter Project

### Step 4: Wrap-Up

## Participating in a Mock United Nations Assembly

**Step 4: Conduct a Mock Assembly Session** Each group will present its paper and work on a proposal for UN action on the issue or problem.

**Directions** At the mock assembly session, groups will present their position papers. Each group should choose one representative to sit on a committee to create a proposal for United Nations action on this issue or problem. Students might not be able to agree on a proposal. If so, they can discuss

why and what they learned from this experience. If they agree on a proposal, all assembly members should vote on it, representing their countries' viewpoints. **OL**

## Answers and Analyses

### Reviewing Vocabulary

**1. B** Protectionism involves placing tariffs on imports as a way to protect industries. The words “guarding . . . against outside competition” should serve as a clue that protectionism is being defined in this question. Some students may choose answer D, “sanctions,” economic weapons used to achieve political ends. The term however does not fit the definition.

**2. A** Tribunals are international courts with UN authority. The clue words “hear cases” and “human rights violations” should alert students to pick the one answer that refers to a court.

**3. A** During the Cold War, some eastern European countries were economically and politically controlled by the Soviet Union. Answer B “charters” and answer D “multinationals” might confuse some students, who will need to review this vocabulary.

**4. C** The words “People” and “basic freedoms” should be clues to direct students to the correct answer “human rights.”

### Reviewing Main Ideas

**5. C** Developing countries claim that they should be able to set up industries and not be subjected to the pollution controls desired by developed countries. All the other choices are true statements about the relations between developed and developing nations.

**6. C** High levels of poverty challenge many developing countries. Some students might choose answer A, but an abundance of natural resources is true of only some developing nations.

**7. B** The clue word “security” should alert students that answer B is correct. Answer D should be eliminated because it is not an agency of the United Nations. Some students might choose C, but the General Assembly considers security among many other matters.

**8. B** Multinationals are the driving force behind globalization. Students might be confused by answer D, which mentions business leaders from developing

### TEST-TAKING TIP

Read through all of the answer choices before choosing the one that provides a general restatement of the information.

### Reviewing Vocabulary

*Directions: Choose the word(s) that best completes the sentence.*

- The policy of \_\_\_\_\_ involves a nation guarding its own industries against outside competition.  
**A** internationalism      **C** globalization  
**B** protectionism      **D** sanctions
- \_\_\_\_\_ are courts with UN authority to hear cases involving international human rights violations.  
**A** Tribunals      **C** Satellites  
**B** Sanctions      **D** Charters
- During the Cold War, many nations became \_\_\_\_\_ of the Soviet Union.  
**A** satellites      **C** sanctions  
**B** charters      **D** multinationals
- Basic freedoms that should be available to all people are called \_\_\_\_\_.  
**A** charters      **C** human rights  
**B** multinationals      **D** sanctions

### Reviewing Main Ideas

*Directions: Choose the best answers for each question.*

#### Section 1 (pp. 734–738)

- Which of the following is NOT a way in which developed and developing nations help one other?  
**A** Developed nations get raw materials from developing nations.  
**B** Developed nations sell products to developing nations.  
**C** Developed nations are less strict with antipollution regulations for developing nations.  
**D** Developed nations send aid to developing nations.

- Many developing nations have \_\_\_\_\_.  
**A** abundant natural resources  
**B** low unemployment  
**C** high levels of poverty  
**D** many industries

#### Section 2 (pp. 739–742)

- The principal agency of the United Nations for maintaining peace and security is the \_\_\_\_\_.  
**A** Secretariat  
**B** Security Council  
**C** General Assembly  
**D** Earth Summit
- An important force that is driving globalization are multinationals, which are \_\_\_\_\_.  
**A** UN peacekeeping forces  
**B** large firms that do business in many countries  
**C** organizations that promote conservation  
**D** made up of business leaders from developing countries

#### Section 3 (pp. 743–748)

- The deliberate killing of members of a racial or cultural group is called \_\_\_\_\_.  
**A** genocide  
**B** apartheid  
**C** domestic terror  
**D** totalitarianism
- Apartheid laws dictated where blacks could travel, eat, and go to school in \_\_\_\_\_.  
**A** Sudan  
**B** China  
**C** Myanmar  
**D** South Africa

**GO ON** 

nations. However, if students correctly understand globalization, they should recognize B as the right answer.

**9. A** Genocide is the deliberate killing of a racial or cultural group. Some students might choose answer B, C, or D, but they do not specifically relate to the deliberate killing of a group.

**10. D** If students can answer this question correctly, they can eliminate “apartheid” as a choice in the previous question. Apartheid is described on page 746 as a former policy of the government of South Africa.

### Critical Thinking

**11. B** Students can eliminate answers that are disproved by figures on the chart. Comparing figures from 2000 and 2005 in both imports and exports show an increase in trade in every category. This eliminates



STANDARDIZED  
TEST PRACTICE

Document-Based Questions

14. According to Ban Ki-Moon, a major problem is the distrust member nations feel toward the UN Secretariat. Distrust would be a deterrent to accomplishing any of the goals of the organization.
15. The Secretariat is the administrative unit of the United Nations. Ban is criticizing it for being passive and fearful of taking risks. He wants to restore respect for the Secretariat.

Extended Response

16. Students should realize that free market economics is the preferred trade policy of the United States and that American economists believe that it leads to greater competition, lower prices, and a wider choice of products. Many economists believe that eliminating trade barriers will help developing countries. The United States supports the spread of democracy because it believes that democracy allows for the fullest development of people.



Have students visit the Web site at [glencoe.com](http://glencoe.com) to review Chapter 27 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.

Critical Thinking

Directions: Base your answers to questions 11–13 on the chart and your knowledge of Chapter 27.

| U.S. International Trade, 2000 and 2005<br>(in millions of dollars) |             |             |
|---------------------------------------------------------------------|-------------|-------------|
| Exports:                                                            | 2000        | 2005        |
| Goods                                                               | \$771,994   | \$894,631   |
| Services                                                            | \$298,603   | \$380,614   |
| Imports:                                                            | 2000        | 2005        |
| Goods                                                               | \$1,224,408 | \$1,677,371 |
| Services                                                            | \$223,748   | \$314,604   |

Source: U.S. Census Bureau, U.S. International Trade in Goods and Services

11. This comparison of U.S. trade statistics shows that \_\_\_\_\_.
- A trade decreased between 2000 and 2005
- B the United States imported more goods than it exported
- C the United States exported more goods than it imported
- D services made up a larger share of U.S. trade than did goods
12. In both 2000 and 2005, the United States imported more goods and services than it exported, which means that the nation had \_\_\_\_\_.
- A a positive balance of trade
- B a negative balance of trade
- C a system of tariffs in place
- D instituted protectionist policies
13. In 2005 the United States exported about \_\_\_\_\_ times as many goods as it did services.
- A two
- B five
- C ten
- D fifteen

Document-Based Questions

Directions: Analyze the document and answer the short-answer questions that follow.

In December 2006, Ban Ki-moon of the Republic of Korea was sworn in as the eighth secretary-general of the United Nations. The excerpt is from a news story.

*[I will do] everything in my power to ensure that our United Nations can live up to its name, and be truly united, so that we can live up to the hopes that so many people around the world place in this institution, which is unique in the annals of human history. . . .*

*You could say that I am a man on a mission. And my mission could be dubbed 'Operation Restore Trust': trust in the Organization, and trust between Member States and the Secretariat.*

*I hope this mission is not 'Mission Impossible, . . .'*

*Member States need a dynamic and courageous Secretariat, not one that is passive and risk-averse. The time has come for a new day in relations between the Secretariat and Member States. The dark night of distrust and disrespect has lasted far too long.*

—UN News Service

14. What does Ban Ki-moon convey as one of the problems facing the UN? Why do you think he considers this a problem?
15. What is the Secretariat? Do you think Ban is criticizing it? Explain.

Extended Response

16. Why might industrialized nations such as the United States exercise influence on developing nations to develop free market economies and democracy? Express your answer in a one-page essay.



For additional test practice, use Self-Check Quizzes—  
Chapter 27 on [glencoe.com](http://glencoe.com).



Need Extra Help?

|                           |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|---------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| If you missed question... | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  |
| Go to page...             | 735 | 745 | 747 | 744 | 736 | 736 | 741 | 742 | 745 | 746 | 735 | 735 | 735 | 741 | 741 | 745 |

answer A. Comparing figures for both years shows that imports exceeded exports, so answer C is incorrect. Answer D can be eliminated because in both years goods made up a larger share of trade than did services.

12. **B** Students who understand balance of trade will realize that when a country imports more than it exports, it is in a negative position. Answer C can be eliminated because if a system of tariffs were in place,

imports would have gone down. Answer D can be eliminated because protectionist policies involve high tariffs on imports.

13. **A** When students compare \$350,614 million worth of services exported in 2005 to the \$894,631 million worth of goods, they will see that the latter figure is more than twice as much as the former.

## Analyzing Primary Sources

### Focus

#### **R** Reading Strategy

**Inferring** Have students review the Preamble to the US Constitution: *"We the People of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty, to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."* **Ask:** *What do you think is the purpose of this preamble?* (The purpose is to explain the goals of the Constitution.)

#### **W** Writing Support

**Expository Writing** Organize the class into four groups and assign each group a preamble. Have each group answer the questions under "Read to Discover" in writing and report to the class.

#### Reading Focus

The Preamble to the U.S. Constitution sets forth the general purposes for which our government was established. The Preamble also declares that the power of government comes from the people. Have you ever wondered how the Preamble to our Constitution compares to the preambles of other nations' constitutions?

#### Read to Discover

Each nation has its own unique culture and history. As you read, think about these points:

- How do the words in each preamble relate to the shared experiences of the people who live in that country?
- What values and beliefs expressed in each preamble are similar to the expressions in the other preambles?

#### Reader's Dictionary

**multinational:** originating from several countries

**immutable:** never changing

## Analyzing Primary Sources

### Comparing Constitutions

#### Constitution of the Russian Federation

The Constitution of the Russian Federation was ratified December 12, 1993.

We, the **multinational** people of the Russian Federation, united by a common destiny on our land, asserting human rights and liberties, civil peace and accord, preserving the historic unity of the state, proceeding from the commonly recognized principles of equality and self-determination of the peoples honoring the memory of our ancestors, who have passed on to us love of and respect for our homeland and faith in good and justice, reviving the sovereign statehood of Russia and asserting its **immutable** democratic foundations, striving to secure the well-being and prosperity of Russia and proceeding from a sense of responsibility for our homeland before the present and future generations, and being aware of ourselves as part of the world community, hereby approve the Constitution of the Russian Federation.

#### Constitution of the Argentine Nation

This constitution was adopted by the people of Argentina in 1853 and, like the United States Constitution, has had a number of amendments added to it since its adoption.

We, the representatives of the people of the Argentine Nation, gathered in General Constituent Assembly by the will and election of the Provinces which compose it, in fulfillment of pre-existing pacts, in order to form a national union, guarantee justice, secure domestic peace, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves, to our posterity, and to all men of the world who wish to dwell on Argentine soil: invoking the protection of God, source of all reason and justice: do ordain, decree, and establish this Constitution for the Argentine Nation.

### Additional Reading

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Review suggested books before assigning them.



**How the Garcia Girls Lost Their Accents** by Julia Alvarez introduces the Garcia family, who must leave their Caribbean home and settle in the United States. The girls become Americanized, much to the disappointment of their traditional parents.



**Footprints on the Planet: A Search for an Environmental Ethic** by Robert Cahn is the story of a journalist who chronicles the ongoing struggle between private industry and environmental activists.



**Foreign Oil Dependence** by James Haley shows the U.S. dependence on foreign oil from different viewpoints.

## Constitution of India

India is the world's largest democracy. This constitution became the law of the land on November 26, 1949, shortly after India received its independence from Great Britain.

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political  
LIBERTY of thought, expression, belief, faith and worship  
EQUALITY of status and of opportunity  
FRATERNITY, assuring the dignity of the individual and the unity and integrity of the Nation.

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

## Constitution of Iraq

In October 2005, more than 63 percent of eligible Iraqi voters went to the polls to decide whether to accept or reject the nation's new constitution. The constitution was overwhelmingly ratified.

We the people of Iraq, newly arisen from our disasters and looking with confidence to the future through a democratic, federal, republican system, are determined—men and women, old and young—to respect the rule of law, reject the policy of aggression, pay attention to women and their rights, the elderly and their cares, the children and their affairs, spread the culture of diversity and defuse terrorism.

[We accept this constitution] which shall preserve for Iraq its free union of people, land and sovereignty.



**Photographs as Primary Sources** An Iraqi woman displays her ink-stained finger after voting. Why do you think voters' fingers were marked with ink? Some Iraqis call it the "ink of freedom." What does that phrase tell you about what voting means to them?

## Analyzing Primary Sources

**Caption Answer:** Fingers were marked with ink so no one could vote twice. The Iraqi voters are proud of their ink-stained fingers because they now have the right to vote and to participate in their national government.

## DBQ Document-Based Questions

### Answers:

1. Russia is a multiethnic country that includes European and Asian peoples. These groups share a common destiny by being united in one nation.
2. Answers will vary, but should include the idea that government will work for the good of all its citizens and protect their liberty.
3. Answers will vary, but should include the idea that racist and extremist ideologies turn groups within nations against each other and can threaten the existence of the nation itself.
4. Students should point out differences in the forms of government in each nation and in the goals of each government, such as protecting minorities and other groups. The class may work together to define the purpose of a preamble and vote for the preamble that best suits that purpose.

## Additional Support

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## DBQ Document-Based Questions

1. **Analyzing** What does this statement from the Russian constitution "multinational people . . . united by a common destiny" mean?
2. **Responding** What do you think it means to "promote the general welfare and secure the blessing of liberty"?
3. **Predicting** In what ways do racist and extreme policies affect countries and bring harm to the people?
4. **Connecting** Compare the preambles that are presented in this activity. Describe how they are similar and how they are different. Explain what you believe is the purpose of a preamble to a constitution. Then identify which preamble best expresses that purpose.

## Did You Know?

**Democracy Sweat Lodge** The U.S. Constitution was created in the summer of 1787 at a convention in Philadelphia. The convention began on May 25, and delegates from every state met in secret for four months. During this very hot summer, the delegates bolted the doors and sealed the windows of

the Pennsylvania State House (Independence Hall) where they met in order to preserve secrecy. Every delegate swore not to discuss the proceedings with any outsider. In fact, George Washington was reported to have become angry with one delegate who lost a page of his notes. The purpose of the

secrecy was to ensure that the delegates could debate freely. The Founders saw their task as the creation of a new form of government. According to historians, the delegates wanted to consider what opponents of the Constitution might say before revealing the document to the nation.